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ABSTRACT

This 1995 report from the State of New Mexico Commission on Higher Education presents factual information about New Mexico's colleges and universities and the students attending these institutions as of November 1994. Highlights of the report include: (1) 99,000 students are currently enrolled in public two-year colleges and universities; (2) six public universities enrolled approximately 60% of the full-time equivalents (FTE) students, while two-year institutions enrolled 40%; (3) two-year institutions are the predominant entry point for most postsecondary students; (4) 82% of students are New Mexico residents; (5) approximately 31% of students enrolled statewide were Hispanic; (6) Hispanics account for 16.3% of the doctoral degree recipients; (7) women account for 44.2% of doctoral degree recipients; (8) students paid an average of $1,693 in tuition and fees; (9) students enrolled in two-year institutions pay an average of $626 in annual tuition and fees; (10) students received $173 million in financial aid; (11) students contracted for $81 million in loans to pay for college expenses: (12) New Mexico mirrors a national trend of increasing reliance on student loans, rather than scholarships; (13) general fund appropriations for higher education is $436 million; (14) the average statewide expenditure per FTE student is $6,631; and (15) during the past 5 years, New Mexico's colleges received approximately $170 million in state capital outlay appropriations. Also included in the report are descriptions of seven special programs and major commission reports and activities. (KP)

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1994 Condition of Higher Education in New Mexico

Year Ending December 31, 1994

New Mexico
Commission on Higher Education
1068 Cerrillos Road
Santa Fe, New Mexico 87501
Office: (505)827-7383
Fax: (505) 827-7392

This annual report contains information provided by New Mexico's public universities and colleges and is the most current data available as of November 1994.

State of New Mexico
Commission on Higher Education

1068 Cerrillos Road
Santa Fe, New Mexico 87501-4295

Area Code 505
827-7383
Telefax
827-7392

December 1994

Honorable Gary Johnson,
Governor of the State of New Mexico,
and
The Honorable Members of the New Mexico Legislature:

I am pleased to present the 1994 Condition of Higher Education in New Mexico. This annual report presents factual information about New Mexico's colleges and universities and the students who attend these institutions.

The purpose of this report is to provide information about higher education in our state. Specifically included are demographic data on our enrolled students; student financial aid funding levels and awards granted; student tuition and fees across the state; current and historical data on the financing of higher education; and information about special programs administered by the Commission.

This 1994 report includes new information not presented in previous reports: a listing of our institutional presidents and campus directors; student headcount data by institution; additional detail on student financial aid expenditures; faculty salary and compensation levels at selected two-year institutions; a description of new higher education initiatives funded through the System Development Fund; program descriptions of the New Mexico Early Intervention Scholarship and Partnership Program, the State Postsecondary Review Program, and private proprietary school oversight; and a brief summary of the analyses performed by the Commission pursuant to legislative memorials and bills.

As the Commission's database comes on-line, I expect the content and format of this annual report to continue to be improved. During the coming year we will continue to work with representatives of New Mexico's colleges and universities to strengthen accountability efforts and therefore ensure an integrated higher education information system. As always, we welcome your comments and suggestions.

Respectfully submitted,

James E. Snead
Chairman

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EXECUTIVE SUMMARY

New Mexico higher education is entering a decade of expected sustained enrollment growth. The number of high school graduates will increase by approximately 25 percent during the next ten years. We need to ensure that a high-quality low-cost college education continues to be available to this growing number of students, regardless of income level, racial/ethnic background or place of residence. Enrollment pressures are likely to increase dramatically at many of our public colleges and universities. Our success in responding constructively and creatively to these expected pressures will determine the long-run economic vitality and social cohesion of New Mexico.

The condition of New Mexico higher education, as of January 1, 1995, is as follows:

Student Enrollments

- Approximately 99,000 students are currently enrolled in our public colleges and universities. These enrollments are divided evenly between the universities and the two-year institutions.

- The six public universities enrolled approximately 60 percent of the full-time equivalent (FTE) students, while the two-year institutions enrolled 40 percent. Fifteen years ago, the public universities enrolled 81 percent, while the two-year institutions enrolled the remaining 19 percent.

- The patterns of enrollment at the six public universities have varied considerably during the past 10 years. The institution with the largest percentage increase has been New Mexico Highlands University, which grew by 23.5% from 1984 to 1994. The institutions with the greatest stability in enrollments have been the University of New Mexico, which grew by 3.9% in the past decade, and Eastern New Mexico University, which experienced a 4.4% reduction during the same time period. (Table 1)

- During the past five years, enrollments at the two-year institutions have grown most rapidly at the Gallup branch of UNM, the Dona Ana branch of NMSU, the Roswell branch at ENMU, and Santa Fe Community College. (Tables 3 and 5)

- Two-year institutions are the predominant entry point for most postsecondary students: more first-time students begin their postsecondary work at two-year institutions than at four-year institutions.

- Eighty-two percent of the students enrolled in our public colleges and universities in Fall 1994 were residents of New Mexico. (Table 7)

- Fifty eight percent of the students enrolled in Fall 1994 were female. Among the universities, Western New Mexico University had the largest proportion of female students -- 61.7% Among the two-year institutions, the Grants branch of NMSU and the Valencia branch of UNM had the largest proportion of female students, 71% and 70% respectively. (Table 8)

- Approximately eight percent of the students enrolled statewide in Fall 1994 were Native Americans. The Gallup branch of UNM had the largest proportion of Native American students -- 72.3 percent. (Table 8)

- Approximately 31 percent of the students enrolled statewide in Fall 1994 were Hispanic. Northern New Mexico Community College and New Mexico Highlands University had the largest proportion of Hispanic students -- 73.7 percent and 65.1 percent respectively. (Table 8)

- Hispanics account for 16.3 percent of the doctoral degree recipients during 1993-94, down from the 24.2 percent in 1991-92, and 16.8 percent in 1989-90. (Table 10)

- Women account for 44.2 percent of the doctoral degree recipients during 1993-94, up from 37.8% in 1989-90. (Table 10)

Tuition and Fees

- Students enrolled in our public universities pay an average of $1,693 in tuition and fees, ranging from a high of $1,980 at New Mexico State University to a low of $1,454 at Western New Mexico University. (Tables 12)

- Tuition and fees at New Mexico's public universities have increased by approximately 5 percent over the past five years. (Table 12)

- Students enrolled in our two-year institutions (both the branch campuses and the independent institutions) pay an average of $626 in annual tuition and fees, ranging from a high of $744 at both the Carlsbad and Dona Ana branches of NMSU, to a low of $360 at San Juan College. (Table 13)

- Tuition and fees at New Mexico's public two-year institutions have increased by 30.6 percent over the last five years (Table 13)

Student Financial Assistance

- New Mexico students received $173 million in financial aid (both grants and loans) from all sources during the 1993-94 academic year. Approximately 78 percent of this funding was provided by the federal government. (Table 14 and 15)

- New Mexico students contracted for $81 million in loans to pay for their college expenses in 1993-94.

- New Mexico mirrors a national trend of increasing reliance upon student loans, rather than scholarships, to fund higher education. During the past five years, federally funded grants for New Mexico's college students increased by 1 percent, while federally funded loans for New Mexico students increased by 32.8 percent. (Table 15)

Higher Education Funding

- The general fund appropriation for higher education in fiscal year 1994-95 is $436 million, which is 16.7 percent of the total general fund appropriation. (Table 16)

- Among New Mexico's colleges and universities, the average statewide expenditure (for "instruction and general") per full-time equivalent student is $6,631. The average at the public research universities is $7,891; the average at the public comprehensive universities is $6,877; the average at the two-year branch institutions is $4,603, and the average at the two-year independent institutions is $5,182. (Table 17)

- During the past five years, New Mexico's colleges and universities have received approximately $170 million in state capital outlay appropriations. 67 percent of this funding was appropriated to the universities, 9 percent to the two-year branch campuses, and 24 percent to the two-year independent institutions. (Table 21)

THE COMMISSION ON HIGHER EDUCATION

The New Mexico Commission on Higher Education is a statutory coordinating body whose members are appointed by the Governor to be broadly representative of the citizens of New Mexico. The Commission brings a statewide perspective in recommending and establishing policy direction and in providing leadership in higher education within New Mexico. The Commission was established to develop and coordinate a system of higher education that meets the needs of the citizens of the state within the resources available.

The mission of the New Mexico Commission on Higher Education is to promote and coordinate a high quality system of postsecondary education, responsive to changing needs, by:

- **Providing leadership in developing a shared vision of the system of higher education most appropriate for responding to the needs of New Mexico's citizens in the present and in the future;**
- **Fostering access to postsecondary education for all New Mexico citizens, regardless of income level, ethnic background, place of residence, or disability; and**
- **Promoting the effective and efficient use of all resources in support of higher education, by disseminating reliable information, recommending policy objectives, and defining strategies for implementing policies.**

In pursuit of this mission, the Commission on Higher Education will:

- Establish and promote higher education policies that implement state goals and guide decision makers at both the state and institutional levels;
- Articulate state-level priorities for responding to the financial and programmatic needs of higher education in New Mexico;
- Provide a forum for focusing the energies and resources of all interested parties on priority education issues and assisting collective efforts at all levels of education to achieve solutions; and
- Respond to all of the Commission's constituencies: the Governor, the New Mexico Legislature, educational institutions, current and future students, and the citizens of New Mexico.

PUBLIC COLLEGES AND UNIVERSITIES

Research Universities

New Mexico Institute of Mining and Technology (NMIMT), Socorro
Dr. Daniel Lopez, President
New Mexico State University (NMSU), Las Cruces
Dr. William Conroy, Interim President
University of New Mexico (UNM), Albuquerque
Dr. Richard Peck, President

Comprehensive Universities

Eastern New Mexico University (ENMU), Portales
Dr. Everett Frost, President
New Mexico Highlands University (NMHU), Las Vegas
Dr. Gilbert Sanchez, President
Western New Mexico University (WNMU), Silver City
Dr. John Counts, President

Branch Community Colleges

Eastern New Mexico University, Roswell
Dr. Loyd Hughes, Provost
New Mexico State University, Alamogordo
Dr. Charles Reidlinger, Provost
New Mexico State University, Carlsbad
Dr. Douglas Burgham, Provost
New Mexico State University, Doña Ana
Dr. James McLaughlin, Campus Director
New Mexico State University, Grants
Dr. David Leas, Campus Director
University of New Mexico, Gallup
Dr. John Phillips, Director
University of New Mexico, Los Alamos
Dr. Carlos Ramirez, Director
University of New Mexico, Valencia
Ms. Phyllis Mengus-Pepin, Acting Director

Independent Community Colleges

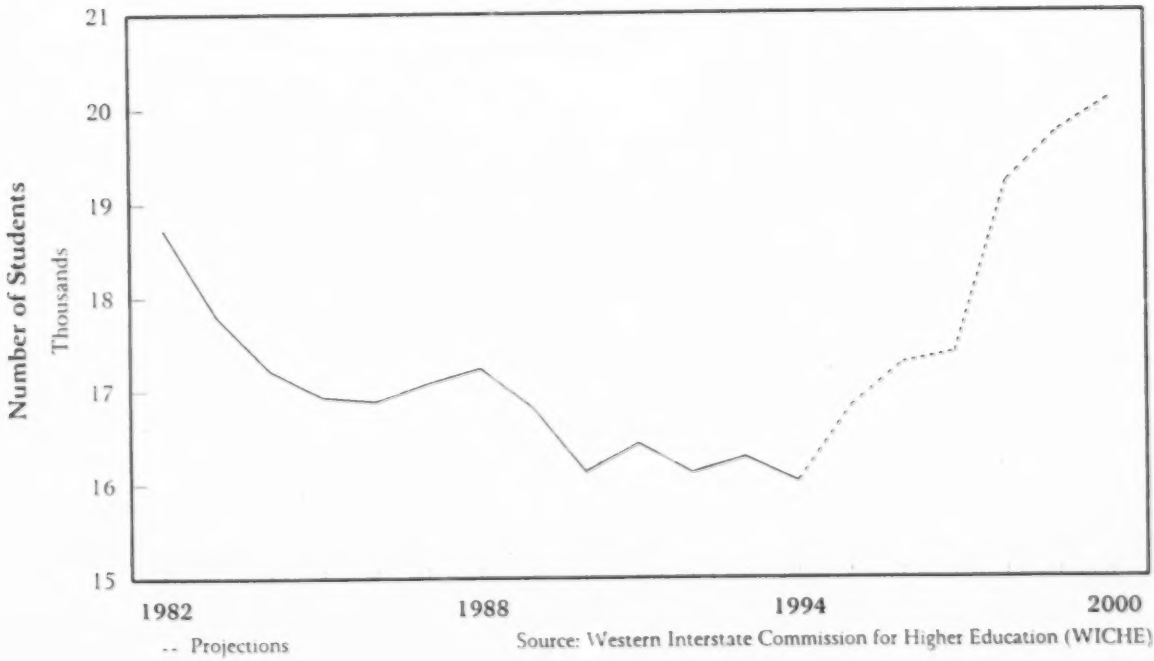
Albuquerque Technical-Vocational Institute (ATVI), Albuquerque
Dr. Alex Sanchez, President
Clovis Community College (CCC), Clovis
Dr. Jay Gurley, President
Luna Vocational-Technical Institute (LVTI), Las Vegas
Mr. Samuel F. Vigil, President
Mesa Technical College (MTC), Tucumcari (formerly Tucumcari AVS)
Mr. O.B. Coffey, President
New Mexico Junior College (NMJC), Hobbs
Dr. Charles Hays, President
New Mexico Military Institute (NMMI), Roswell
Lt. Gen. Winfield Scott, Superintendent
Northern New Mexico Community College (NNMCC), Española
Ms. Connie Valdez, President
San Juan College (SJC), Farmington
Dr. James Henderson, President
Santa Fe Community College (SFCC), Santa Fe
Dr. Leonardo de la Garza, President

STUDENTS IN HIGHER EDUCATION IN NEW MEXICO

- ✓ Enrollment
- ✓ Ethnicity and Gender
- ✓ Certificate and Degree Recipients
- ✓ Transfer of Credits
- ✓ Tuition and Fees
- ✓ Financial Assistance

Anticipating a Decade of Growth

New Mexico High School Graduates



Source: Western Interstate Commission for Higher Education (WICHE)

Enrollment

A long-term objective of the New Mexico Commission on Higher Education has been to foster educational opportunity for a growing population in an economical manner. In response to policy and funding decisions made during the past several years, New Mexico two-year institutions have increasingly been utilized as sites of postsecondary education. Overall, enrollment at the higher education institutions has increased significantly during the past decade. Though the number of high school graduates has been relatively constant during the past five years, the number is expected to increase 25% in the next decade. The projected number of high school graduates will continue to impact higher education in all of the areas detailed in this enrollment section.

- Nationally, New Mexico ranked 3rd in the percentage of *total* enrollment in public postsecondary institutions with 96% in 1992. Only Nevada at 99.% and Wyoming at 97% ranked higher. (*The Chronicle of Higher Education*, September 1994)

- Fall 1994 headcount enrollments in New Mexico institutions totaled 98,366 students, which are 70 students more than the prior year.

- These enrollments are divided evenly between two-year and four-year institutions with 50% in each.

(*Refer to Tables 1,2*)

- Nearly 50,000 students are enrolled at New Mexico's four-year institutions. Because some students enroll on a part-time basis the full-time-equivalent enrollment is less: about 38,000 full-time-student-equivalents in Fall 1994.

- Five-year and ten-year trends of enrollment at New Mexico's four-year institutions both show a pattern of sustained, gradual increase in enrollment.

- Fall 1994 enrollments at New Mexico's four-year institutions decreased slightly in comparison to the prior year. This is the first such decrease in nearly a decade and may represent a statistical anomaly. As reported last year, the number of graduates from New Mexico high schools is projected to begin a period of sustained, rapid increase in 1995. These increases are likely to be reflected in postsecondary enrollments.

(*Refer to Tables 3-6*)

- Nearly 50,000 students are enrolled at New Mexico's two-year institutions. The full-time-equivalent (FTE) enrollment is about 25,000, indicating that the average student is enrolled for about a halftime load.

- Fall 1994 headcount enrollments at New Mexico's two-year institutions increased by more than 3%, continuing a pattern of increase seen throughout the past five years.

- Although Fall 1994 full-time-equivalent enrollment at independent two-year institutions did not increase over Fall 1993, the longer-term pattern of full-time-equivalent enrollment has been one of sustained, substantial increase at both independent and branch institutions.

- Two-year institutions are the predominant entry point for most postsecondary students: more first-time students begin their postsecondary work at two-year institutions than at four-year institutions.

(*Refer to Table 7*)

- Most students at New Mexico institutions are New Mexico residents: 82% in Fall 1994. However, the balance of resident to non-resident students varies substantially among the state's twenty-three campuses.

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History of Fall Term FTE Enrollment

for New Mexico Four-Year Institutions

Table 1

Institution	1984	1989	1993	1994	% Change Over 1yr.	% Change Over 5yrs.	% Change Over 10yrs.
Research Universities							
NMIMT	1,077	930	1,321	1,278	-3.3%	37.4%	18.7%
NMSU	10,747	11,565	12,577	12,441	-1.1%	7.6%	15.8%
UNM	16,659	17,665	18,305	17,316	-5.4%	-2.0%	3.9%
Comprehensive Universities							
ENMU	3,192	3,097	3,198	3,052	-4.6%	-1.5%	-4.4%
NMHU	1,810	1,869	2,249	2,235	-0.6%	19.6%	23.5%
WNMU	1,424	1,414	1,760	1,706	-3.1%	20.7%	19.8%
Total	34,909	36,540	39,410	38,028	-3.5%	4.1%	8.9%

Source: Institutional Registrar Reports

History of Fall Term Headcount Enrollment

for New Mexico Four-Year Institutions

Table 2

Institution	1989	1993	1994	% Change Over 1yr.	% Change Over 5yrs.
Research Universities					
NMIMT	1,127	1,594	1,548	-2.9%	37.4%
NMSU	14,300	15,788	15,643	-0.9%	9.4%
UNM	24,371	24,670	23,360	-5.3%	-4.1%
Comprehensive Universities					
ENMU	3,657	3,764	3,642	-3.2%	-0.4%
NMHU	2,234	2,768	2,797	1.0%	25.2%
WNMU	1,888	2,342	2,269	-3.1%	20.2%
Total	47,577	50,926	49,259	-3.3%	3.5%

Source: Institutional Registrar Reports

Note: Figures for these two tables exclude off-campus and UNM School of Medicine enrollments.

History of Fall Term FTE Enrollment

for New Mexico Branch Community Colleges

Table 3

Institution	1984	1989	1993	1994	% Change Over 1yr.	% Change Over 5yrs.	% Change Over 10yrs.
ENMU Roswell	766	993	1,497	1,649	10.2%	66.1%	115.3%
NMSU Alamogordo	721	918	1,153	1,136	-1.5%	23.7%	57.6%
NMSU Carlsbad	469	554	749	708	-5.5%	27.8%	51.0%
NMSU Doña Ana	432	1,133	1,725	1,774	2.8%	56.6%	310.6%
NMSU Grants	285	292	298	341	14.4%	16.8%	19.6%
UNM Gallup	684	889	1,392	1,534	10.2%	72.6%	124.3%
UNM Los Alamos	345	356	394	367	-6.9%	3.1%	6.4%
UNM Valencia	255	558	811	800	-1.4%	43.4%	213.7%
Total	3,957	5,693	8,019	8,309	3.6%	46.0%	110.0%

Source: Institutional Registrar Reports

History of Fall Term Headcount Enrollment

for New Mexico Branch Community Colleges

Table 4

Institution	1989	1993	1994	% Change Over 1yr.	% Change Over 5yrs.
ENMU Roswell	2,252	2,517	2,693	7.0%	19.6%
NMSU Alamogordo	1,815	2,095	2,117	1.1%	16.6%
NMSU Carlsbad	1,024	1,271	1,203	-5.4%	17.5%
NMSU Doña Ana	2,374	3,697	3,768	1.9%	58.7%
NMSU Grants	514	516	596	15.5%	16.0%
UNM Gallup	1,598	2,603	2,825	8.5%	76.8%
UNM Los Alamos	1,011	1,055	1,029	-2.5%	1.8%
UNM Valencia	1,119	1,442	1,458	1.1%	30.3%
Total	11,707	15,196	15,689	3.2%	34.0%

Source: Institutional Registrar Reports

Note: Figures for these two tables exclude off-campus enrollments

History of Fall Term FTE Enrollment

for New Mexico Independent Community Colleges

Table 5

Institution	1984	1989	1993	1994	% Change Over 1yr.	% Change Over 5yrs.	% Change Over 10yrs.
ATVI	4,002	5,696	7,896	7,494	-5.1%	31.6%	87.3%
CCC	870	1,174	1,570	1,589	1.2%	35.3%	82.6%
LVTI	581	556	658	685	4.1%	23.2%	17.9%
MTC	154	154	209	216	3.3%	40.3%	40.3%
NMJC	1,206	1,244	1,511	1,618	7.1%	30.1%	34.2%
NMMI	453	467	504	493	-2.2%	5.6%	8.8%
NNMCC	650	862	990	937	-5.4%	8.7%	44.2%
SJC	1,190	1,581	2,099	2,191	4.4%	38.6%	84.1%
SFCC	543	934	1,280	1,393	8.8%	49.1%	156.5%
Total	9,649	12,668	16,717	16,616	-0.6%	31.2%	72.2%

Source: Institutional Registrar Reports

History of Fall Term Headcount Enrollment

for New Mexico Independent Community Colleges

Table 6

Institution	1989	1993	1994	% Change Over 1yr.	% Change Over 5yrs.
ATVI	16,216	14,492	14,550	0.4%	-10.3%
CCC	3,557	3,452	3,643	5.5%	2.4%
LVTI	1,028	1,266	1,373	8.5%	33.6%
MTC	154	355	284	-20.0%	84.4%
NMJC	2,345	2,691	2,827	5.1%	20.6%
NMMI	417	448	440	-1.8%	5.5%
NNMCC	1,338	1,566	1,604	2.4%	19.9%
SJC	4,620	4,182	4,254	1.7%	-7.9%
SFCC	2,935	3,722	4,443	19.4%	51.4%
Total	32,610	32,174	33,418	3.9%	2.5%

Source: Institutional Registrar Reports

Note: Figures for these two tables exclude off-campus enrollments.

Headcount by Residency Status

Fall 1994
(by percent)

Table 7	Total Student Headcount	Resident	Non-Resident
Research Universities			
NMIMT	1,548	70.9%	29.1%
NMSU	15,643	83.8%	16.2%
UNM	23,360	84.3%	15.7%
Comprehensive Universities			
ENMU	3,642	80.4%	19.6%
NMHU	2,797	88.6%	11.4%
WNMU	2,269	84.7%	15.3%
Branch Community Colleges			
ENMU Roswell	2,693	97.5%	2.5%
NMSU Alamogordo	2,117	68.0%	32.0%
NMSU Carlsbad	1,203	98.3%	1.7%
NMSU Dona Ana	3,768	88.3%	11.7%
NMSU Grants	596	98.3%	1.7%
UNM Gallup	2,825	85.0%	15.0%
UNM Los Alamos	1,029	91.5%	8.5%
UNM Valencia	1,458	97.9%	2.1%
Independent Community			
ATVI	14,550	97.2%	2.8%
CCC	3,643	66.2%	33.8%
LVTI	1,373	n/a	n/a
MTC	284	97.5%	2.5%
NMJC	2,827	90.6%	9.4%
NMMI	440	30.0%	70.0%
NNMCC	1,604	97.6%	2.4%
SJC	4,254	91.6%	8.4%
SFCC	4,443	92.4%	7.6%
Total	98,366	81.8%	13.9%

Source: Institutional Registrar Reports

Note: Figures exclude off-campus and UNM School of Medicine enrollments.

Ethnicity and Gender of Students

The Commission has articulated a state policy of encouraging greater participation by those groups historically underrepresented in postsecondary education. Collectively, Hispanics, Native Americans, Blacks, Asians and women have steadily increased their representation among the enrollments and graduates of New Mexico's postsecondary institutions. This change in demographics can also be attributed to increased effort and interest by New Mexico postsecondary institutions through the development of institutional plans focused upon enhancing the participation and success of underrepresented ethnic and women students, new and improved recruitment and retention programs, as well as efforts to diversify faculty.

- For 1991, of the fifty states, and the District of Columbia, New Mexico ranked 3rd highest in total minority enrollment in higher education at 40%. Only Hawaii at 70% and California at 41% ranked higher. (*The Chronicle of Higher Education*, September 1994)

(Refer to Tables 7-8)

- Fall 1994 enrollments are composed of about 52% Anglo students, 43% students who identified themselves as representing minority ethnic groups, and 5% students who are non-residents of the United States or who refused to supply information. In comparison to Fall 1993, the balance of Anglo to minority students has shifted by about two percentage points toward increased representation of minority students.

- Students who identify themselves as minorities comprise about 33% of enrollments at the three research universities, about 47% of enrollments at the three comprehensive universities, and about 45% of enrollments at the seventeen two-year campuses.

- Women comprise 58% of total enrollments in Fall 1994. The comparable figure in Fall 1993 was 56.5%, indicating that women continue a long-standing trend of increased representation in higher education.

- Women comprise about 52% of enrollments across the research universities, 58% of enrollments at the comprehensive universities, and 61% of enrollments at the two-year campuses.

(Refer to Tables 9-10)

- In 1993-94, Hispanics, Native Americans, Blacks, Asian, and women students have collectively earned about 45% of the associate degrees or certificates awarded by New Mexico institutions, about 34% of the bachelor's degrees, 24 % of the master's degrees, and 28% of the doctoral and first professional degrees.

- During the past five years, increasing proportions of degrees at each level have been earned by Hispanics, Native Americans, Blacks, Asian, and women students.

- Women earn a majority of the associate, bachelor's, and master's degrees awarded by New Mexico institutions. The proportion of degrees awarded to women has increased during the past five years at every level of degree.

Ethnicity and Gender of Students

Fall 1994

(as percent of total headcount)

Table 8

Institution	Total Headcount	Anglo	Hispanic	Native American	Black	Asian	Other	Female
Research Universities								
NMIMT	1,548	66.7%	17.1%	3.0%	0.8%	2.8%	9.5%	35.3%
NMSU	15,643	57.8%	31.3%	3.2%	2.1%	0.9%	4.6%	49.8%
UNM	23,360	64.5%	22.8%	3.9%	2.2%	2.6%	4.0%	55.1%
Comprehensive Universities								
ENMU	3,642	71.3%	20.3%	1.8%	4.6%	1.2%	0.8%	56.6%
NMHU	2,797	27.3%	65.1%	3.5%	2.3%	0.4%	1.5%	57.3%
WNMU	2,269	51.2%	41.7%	2.5%	1.8%	0.5%	2.4%	61.7%
Branch Community Colleges								
ENMU Roswell	2,693	60.9%	33.7%	1.7%	2.4%	0.5%	0.9%	66.2%
NMSU Alamogordo	2,117	69.6%	18.3%	3.9%	5.7%	2.3%	0.1%	59.2%
NMSU Carlsbad	1,203	65.7%	27.9%	3.9%	1.5%	0.8%	0.2%	65.1%
NMSU Dona Ana	3,768	44.1%	48.1%	3.1%	2.6%	0.8%	1.3%	52.0%
NMSU Grants	596	38.9%	31.0%	28.0%	1.2%	0.8%	0.0%	71.3%
UNM Gallup	2,825	15.5%	10.1%	72.3%	0.4%	0.8%	1.0%	63.0%
UNM Los Alamos	1,029	64.0%	26.9%	1.9%	0.2%	2.9%	4.0%	61.0%
UNM Valencia	1,458	43.3%	50.1%	4.2%	0.8%	0.5%	1.2%	70.4%
Independent Community Colleges								
ATVI	14,550	47.4%	37.6%	5.5%	3.1%	2.0%	4.3%	57.9%
CCC	3,643	74.3%	17.3%	0.9%	5.5%	2.0%	0.0%-	62.0%
LVTI	1,373	9.7%	27.2%	2.0%	0.2%	0.4%	60.4%	57.5%
MTC	284	54.2%	29.9%	1.4%	2.1%	1.1%	11.3%	57.8%
NMJC	2,827	68.0%	25.5%	1.0%	4.1%	0.5%	1.0%	63.6%
NMMI	440	66.4%	14.1%	1.6%	9.6%	5.0%	3.4%	15.9%
NNMCC	1,604	17.9%	73.6%	7.5%	0.4%	0.5%	0.0%	65.4%
SJC	4,254	60.2%	10.1%	27.6%	0.4%	0.3%	1.4%	65.0%
SFCC	4,443	53.7%	38.3%	2.5%	0.5%	1.0%	4.1%	64.8%
Total	98,366	51.8%	31.2%	8.1%	2.4%	1.3%	5.1%	58.0%

Source: Institutional Registrar Reports

Notes: Ethnicity and gender data are self-reported by students. These figures are for students enrolled in credit courses on campus, including those pursuing a certificate or degree and those enrolled for other purposes. Figures for "Other" include those students who did not respond and non-resident alien students.

Ethnicity and Gender of Students

Fall 1994
(numbers of students)

Table 9

Institution	Total Headcount	Anglo	Hispanic	Native American	Black	Asian	Other	Female
Research Universities								
NMIMT	1,548	1,032	265	47	13	44	147	547
NMSU	15,643	9,046	4,901	498	327	146	725	7,795
UNM	23,360	15,077	5,330	899	514	597	943	12,871
Comprehensive Universities								
ENMU	3,642	2,597	740	65	166	45	29	2,060
NMHU	2,797	764	1,820	97	65	10	41	1,602
WNMU	2,269	1,161	947	56	40	11	54	1,400
Branch Community Colleges								
ENMU Roswell	2,693	1,639	907	45	65	14	23	1,783
NMSU Alamogordo	2,117	1,474	388	83	121	49	2	1,253
NMSU Carlsbad	1,203	790	336	47	18	10	2	783
NMSU Dona Ana	3,768	1,662	1,811	118	97	31	49	1,960
NMSU Grants	596	232	185	167	7	5	0	425
UNM Gallup	2,825	437	284	2,042	12	22	28	1,780
UNM Los Alamos	1,029	659	277	20	2	30	41	628
UNM Valencia	1,458	631	730	61	12	7	17	1,026
Independent Community Colleges								
ATVI	14,550	6,898	5,471	805	457	291	628	8,419
CCC	3,643	2,706	631	34	200	71	1	2,257
LVTI	1,373	133	374	27	3	6	40	790
MTC	284	154	85	4	6	3	32	164
NMJC	2,827	1,921	722	27	115	13	29	1,798
NMMI	440	292	62	7	42	22	15	70
NNMCC	1,604	287	1,181	121	7	8	0	1,049
SJC	4,254	2,562	431	1,174	17	11	59	2,766
SFCC	4,443	2,385	1,703	110	20	43	182	2,880
Total	98,366	54,539	29,581	6,554	2,326	1,489	3,087	56,106

Source: Institutional Registrar Reports

Notes: Ethnicity and gender are self-reported by students. These figures are for students enrolled in credit courses on campus, including those pursuing a certificate or degree and those enrolled for other purposes. Figures for "Other" include those students who did not respond and non-resident alien students.

Ethnicity and Gender

Certificate and Degree Recipients
(as a percent of total student awards)

Table 10

Type of Degrees	Total Student Awards	Anglo	Hispanic	Native American	Black	Asian	Female
Associate Degrees and Certificates							
1989-90	2,346	59.9%	25.1%	11.7%	1.8%	0.5%	60.5%
1990-91	2,384	57.8%	29.4%	10.1%	2.0%	0.7%	59.1%
1991-92	2,437	58.7%	29.4%	8.9%	2.5%	0.6%	65.5%
1992-93	4,103	55.5%	32.0%	9.2%	2.0%	1.2%	58.8%
1993-94	4,041	54.7%	31.7%	9.9%	2.5%	1.3%	59.3%
Bachelor's Degrees							
1989-90	4,737	71.0%	23.0%	2.5%	1.8%	1.7%	52.6%
1990-91	4,906	71.7%	22.8%	2.5%	1.8%	1.2%	52.8%
1991-92	5,180	71.4%	23.4%	2.2%	1.9%	1.1%	55.2%
1992-93	5,266	69.5%	24.9%	2.3%	1.9%	1.4%	54.1%
1993-94	5,533	66.3%	26.9%	3.0%	2.1%	1.7%	54.1%
Master's Degrees and Post Masters Certificates							
1989-90	1,817	79.9%	16.0%	2.4%	1.0%	0.7%	52.6%
1990-91	1,853	77.9%	16.2%	3.0%	1.7%	1.2%	56.9%
1991-92	2,020	78.9%	16.2%	2.0%	1.3%	1.6%	55.7%
1992-93	2,092	74.5%	19.0%	1.9%	1.3%	3.2%	55.8%
1993-94	2,185	75.9%	17.1%	2.4%	1.2%	3.3%	54.6%
Doctoral Degrees							
1989-90	402	78.6%	16.8%	2.0%	1.2%	1.4%	37.8%
1990-91	397	75.4%	20.5%	1.5%	1.8%	0.9%	38.8%
1991-92	405	70.9%	24.2%	2.3%	0.9%	1.7%	39.8%
1992-93	424	74.0%	15.7%	4.4%	2.1%	3.9%	45.7%
1993-94	435	72.0%	16.7%	2.7%	1.7%	7.0%	44.2%

Source: Commission Degree File

Notes: The numbers of associate degrees do not include ATVI, LVTI, MTC, or NMMI for years 1989-1992. The calculation of percentages in ethnic clusters is based only upon the number of degrees awarded in the five clusters, not the total number of awards. Master's degrees include educational specialist awards. Doctoral degrees include first professional degrees in law and medicine at UNM. Ethnicity figures may not equal one hundred percent due to "other" awards to non-resident alien students or students who did not report an ethnicity.

Ethnicity and Gender

Certificate and Degree Recipients
(numbers of students)

Table 11

Type of Degrees	Total Student Awards	Anglo	Hispanic	Native American	Black	Asian	Female
Associate Degrees and Certificates							
1989-90	2,346	1,374	590	275	43	11	1,419
1990-91	2,384	1,379	682	252	42	13	1,476
1991-92	2,437	1,416	709	215	60	14	1,596
1992-93	4,103	2,235	1,289	370	81	50	2,412
1993-94	4,041	2,172	1,259	392	98	52	2,396
Bachelor's Degrees							
1989-90	4,737	3,282	1,062	117	81	79	2,494
1990-91	4,906	3,424	1,091	118	88	57	2,565
1991-92	5,180	3,641	1,190	113	95	57	2,857
1992-93	5,266	3,625	1,300	118	102	72	2,851
1993-94	5,533	3,631	1,474	163	114	92	2,991
Master's Degrees and Post Masters Certificates							
1989-90	1,817	1,305	261	39	16	12	1,007
1990-91	1,853	1,292	268	50	28	20	981
1991-92	2,020	1,436	295	37	24	29	1,125
1992-93	2,092	1,460	373	38	26	62	1,168
1993-94	2,185	1,536	346	49	24	67	1,193
Doctoral Degrees							
1989-90	402	272	58	7	4	5	152
1990-91	397	254	69	5	6	3	146
1991-92	405	246	84	8	3	6	161
1992-93	424	288	61	17	8	15	191
1993-94	435	297	69	11	7	29	187

Source: Commission Degree File

Notes: The number of associate degrees do not include ATVI, LVTI, MTC, or NMMI for years 1989-1992. Master's degrees include educational specialist awards. Doctoral degrees include first professional degrees in law and medicine at UNM.

Annual Tuition and Fees

for Resident Undergraduates
at New Mexico Four-Year Institutions
1994-95

Table 12 .

Institution	Tuition	Fees	Total	%Incr Over 1yr.	%Incr Over 5yrs.	Tuition as % of I & G
Research Universities						
NMIMT	$1,302	$556	$1,858	4.0%	41.6%	10.5%
NMSU	$1,416	$564	$1,980	5.8%	42.9%	19.8%
UNM	$1,464	$420	$1,884	5.4%	36.5%	18.2%
Comprehensive Universities						
ENMU	$1,002	$516	$1,518	5.4%	33.2%	15.5%
NMHU	$1,028	$436	$1,464	5.2%	32.6%	13.1%
WNMU	$945	$509	$1,454	4.3%	51.0%	14.7%

Source: Commission "Overview of Institutional Operating Budgets for Fiscal Year 1994-95"

- For 1994-95 the average annual full-time resident tuition and fee rate at New Mexico Universities is $1,693, an increase of about five percent over the previous year.
- At four-year institutions, resident tuition covers 15.5% of unrestricted Instruction and General (I&G) expenditures per student.

Notes: Expenditures for I&G include instruction, student services, academic/administrative support, and physical plant costs. I&G does not include research, public service, financial aid, auxiliaries, athletics, or independent operations. The far right column shows tuition as a percentage of each institution's average unrestricted I&G expenditures per FTE student.

Annual Tuition and Fees

for Resident (In-District) Undergraduates
at New Mexico Two-Year Institutions
1994-95

Table 13

Institution	Tuition	Fees	Total	%Incr Over 1yr.	%Incr Over 5yrs.	Tuition as % of I & G
Branch Community Colleges						
ENMU Roswell	$606	$48	$654	2.8%	12.8%	11.9%
NMSU Alamogordo	624	72	696	3.6%	26.1%	14.4%
NMSU Carlsbad	672	72	744	3.3%	34.8%	13.5%
NMSU Dona Ana	624	120	744	0.0%	34.8%	14.6%
NMSU Grants	600	24	624	4.0%	13.0%	11.1%
UNM Gallup	672	24	696	11.5%	26.1%	15.0%
UNM Los Alamos	624	24	648	5.9%	35.0%	13.0%
UNM Valencia	624	48	672	3.7%	24.4%	14.4%
Independent Community Colleges						
ATVI	636	40	676	4.6%	26.6%	14.1%
CCC	504	16	520	0.0%	4.8%	11.7%
LVTI	408	20	428	0.0%	0.0%	4.8%
MTC	456	10	466	0.0%	0.0%	3.6%
NMJC	456	40	496	0.0%	27.2%	10.2%
NMMI	677	590	1,267	4.3%	30.6%	n/a
NNMCC	492	46	538	0.0%	12.6%	8.0%
SJC	324	36	360	0.0%	0.0%	4.1%
SFCC	408	26	434	0.0%	-0.5%	6.2%

Source: Commission "Overview of Institutional Operating Budgets for Fiscal Year 1994-95"

- For 1994-95, students at two-year institutions pay an average of $626 in tuition and fees for the academic year.
- Students at two-year institutions pay an average of 12.5% of the unrestricted I&G costs in 1994-95.

Notes: Rates shown are for AS/AAS degree courses, not occupational courses. As of 1994-95, the occupational course charges per term for residents were: ATVI - $20 registration fee; LVTI - $10 registration and lab fee; and MTC $15 registration and lab fee. Institutional expenditures for I&G include instruction, student services, academic and administrative support, and physical plant costs. I&G does not include research, public service, financial aid, auxiliaries, athletics, or independent operations. The far right column shows tuition as a percentage of each instution's average unrestricted I&G expenditures per FTE student.

State Financial Assistance for Students

1993-94

Table 14

Programs	Number of Recipients	Total $ Awarded	% of $ Change Over 1yr.	% of $ Change Over 5yrs.
Grant/Scholarship Programs				
Athletic Scholarships	1,218	$3,258,610	-14.9%	68.1%
Child Care Grants	1,191	504,564	10%	n/a
New Mexico Scholars	763	1,431,051	0.1%	new prog.
Student Choice	328	597,572	-2.7%	76.3%
Student Incentive Grants	9,613	6,207,741	8.5%	40.8%
3% Scholarships	3,847	3,243,536	19.3%	58.4%
Vietnam Veterans Scholarships	127	121,650	14.9%	n/a
Sub-Total	17,087	$15,364,724	5.0%	60.9%
Work/Service Related Programs				
Graduate Scholarships	87	$512,333	53.8%	n/a
Graduate Student Research	109	51,084	new prog.	n/a
State Work-Study	3,415	4,439,720	-15.6%	47.1%
Sub-Total	3,611	$5,003,137	19.1%	47.1%
Loan-for-Service Programs				
Minority Doctoral Assistance	5	$125,000	25.0%	new prog.
Nursing	178	430,400	6.4%	16.2%
Osteopathic	8	96,000	-20.0%	-28.4%
Medical	40	454,162	15.7%	125.6%
SE Minority/Handicapped Teachers	38	152,000	31.0%	35.7%
Sub-Total	269	$1,257,562	11.6%	37.3%
Total	20,967	$21,625,423	11.9%	48.4%

Source: Institutional Financial Aid Summary Reports for 1993-94 and the NMEAF

- New Mexico state financial aid is provided primarily in the form of scholarships and grants (71% of total state aid) and work-related aid (23% of total state aid). The remaining 6% of state aid is provided through state-funded loan programs, which students can repay through service in geographic areas of need.

Note: Both "number of recipients" and "total dollars awarded" figures are cumulative and represent data reported by the institutions as funds actually awarded to students. The amount appropriated bythe Legislature for a program may be equal to or greater than the amount awarded by the institutions.

State Financial Assistance Programs

Athletic Scholarships. Certain New Mexico institutions are statutorily authorized to receive appropriation for the purpose of providing athletic scholarships to qualifying students.

Child Care Grants. This program is designated for the childcare needs of postsecondary students in New Mexico.

New Mexico Scholars. The purpose of this program is to encourage outstanding New Mexico high school students to attend college in New Mexico.

Student Choice. The purpose of this program is to assist financially needy students in attending St. John's College, College of the Southwest, or the College of Santa Fe.

Student Incentive Grants. This grant program combines federal and state funds to allow extremely needy New Mexico residents to pursue a higher education.

3% Scholarships. These are tuition scholarships for which each institution determines the criteria for student eligibility. One-third of the awards are to be granted based upon financial need.

Vietnam Veterans Scholarships. The purpose of this program is to provide financial assistance to New Mexico residents who are Vietnam veterans.

Graduate Student Research. This program assists graduate students with those expenses related to the costs of conducting research (materials, equipment, and travel required to collect data or present research at professional meetings).

Graduate Scholarships. This program provides scholarships to graduate students under-represented by virtue of their ethnic background, physical disability, or gender.

State Work-Study. This program provides employment opportunities for New Mexico resident students.

Allied Health. The purpose of this program is to increase the number of allied health professionals practicing in medically underserved areas of New Mexico. This is a loan-for-service program. Awards began during fall 1994.

Minority Doctoral Assistance. The purpose of this program is to increase the number of minority students obtaining a doctorate and then teaching at one of New Mexico's four-year institutions. This is a loan-for-service program.

Health Professional Loan Repayment Program. The purpose of this program is to increase the number of health professionals practicing in underserved areas of New Mexico through loan repayment incentives. Program awards began during fall 1994.

Nursing. The purpose of this program is to increase the number of nurses practicing in medically underserved areas of New Mexico. This is a loan-for-service program.

Osteopathic. The purpose of this program is to increase the number of osteopathic practitioners practicing in medically underserved areas in New Mexico. This is a loan-for-service program.

Medical. The purpose of this program is to increase the number of physicians and physician assistants practicing in medically underserved areas in New Mexico. This is a loan-for-service program.

SE Minority/Handicapped Teachers. This purpose of this program is to increase the number of under-represented students obtaining a degree/certificate to teach in one of New Mexico's five southeastern counties: Lea, Chavez, Otero, Eddy, or Roosevelt. This is a loan-for-service program.

Note: Unless otherwise noted, state funded financial assistance is only awarded to NM residents enrolled at NM public postsecondary institutions.

Federal and Private Financial Assistance for Students

1993-94

Table 15

Programs		Number of Recipients	Total $ Awarded	% Change Over 1yr.	% Change Over 5yrs.
Grant/Scholarship Programs					
Pell Grants		29,356	$43,272,402	-2.1%	11.9%
Supp. Educational Opportunity Grants		7,029	3,585,074	4.2%	32.4%
	Sub-Total	36,385	$46,857,476	1.0%	22.1%
Work/Service Related Programs					
College Work-Study		4,684	$6,757,353	-1.5%	8.1%
	Sub-Total	4,684	$6,757,353	-1.5%	8.1%
Loan Programs					
Parent Loans for Undergraduates		333	1,469,360	2.5%	102.0%
Perkins Loan		4,332	5,058,836	39.7%	14.3%
Stafford Student Loan		20,270	68,686,793	44.7%	100.2%
Supplemental Loans for Students		1,371	4,718,423	44.2%	n/a
	Sub-Total	26,306	$79,933,412	32.8%	72.2%
Other Federal		333	$749,315	-4.2%	-15.0%
	Sub-Total	333	$749,315	-4.2%	-15.0%
	Total Federal	67,708	$134,297,556	7.0%	21.8%
Private Aid	Total Private	13,362	$17,131,791	4.6%	189.0%

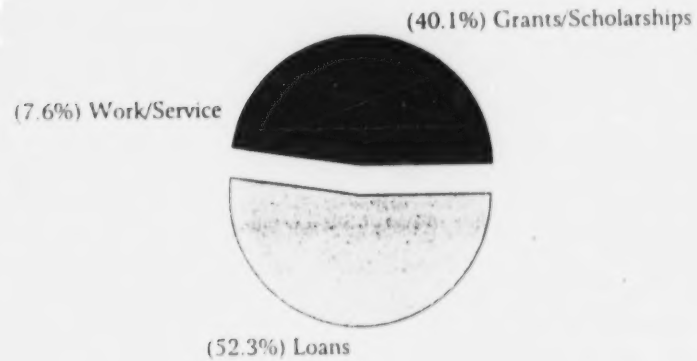
Source: Institutional Financial Aid Summary Reports for 1993-94

- This table confirms that New Mexico mirrors a national trend of increasing reliance upon student loans, rather than scholarships, to fund higher education. Student loans represent the single largest category of financial aid received by students -- and the fastest-growing category of aid.
- Nationally, Pell funding fell 8% from 1992-93 to 1993-94. In New Mexico, this figure was a drop of 2.1%.
- From 1992-93 to 1993-94, the amount of federal student loans borrowed by New Mexican's has increased 32.8%. For the five-year period from 1988-89, the amount of funds borrowed has increased by 72.2% .

Notes: Both "number of recipients" and "total dollars awarded" figures are cumulative and represent data reported by each of the institutions as funds actually awarded to the specified number of students. "Other Federal" consists of federal awards such as JTPA, medical scholarships, Upward Bound, Veterans Administration awards, etc. "Private Aid" consists of institutional and private donor funded financial aid.

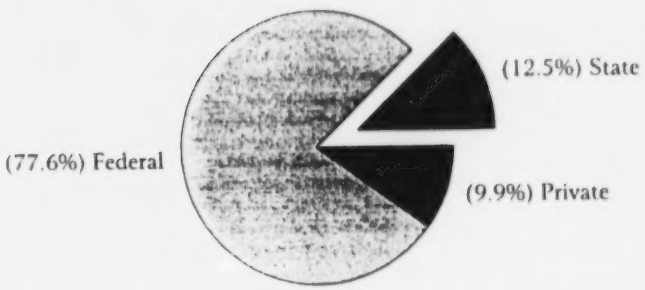
Types of Financial Assistance

All Sources for 1993-94



Sources of Financial Assistance

1993-94



- The increasing reliance upon student loans to pay for higher education mirrors a national trend. However, data reveals that this trend is primarily a phenomenon involving federal financial aid -- which is, however, the largest source, accounting for 78% of all financial aid. About 13% of the financial aid in New Mexico is appropriated by the state legislature and the remaining 9% is estimated to derive from private sources.

- Tables 14 and 15 display student financial aid awarded to students enrolled in New Mexico's public postsecondary and three not-for-profit institutions. In 1993-94, about $80 million in aid was awarded through scholarships and other grants that do not require repayment by the student. About $12 million was awarded through work-related programs, which students repay through labor provided while enrolled. The largest category of aid -- and the fastest-growing category -- is student loans, which students must repay following graduation. $81 million in loans were contracted by students at New Mexico institutions in 1993-94.

Transfer of Credits

Among New Mexico's Postsecondary Institutions

The Commission on Higher Education continues to encourage greater use of two-year public institutions as entry points for students beginning their postsecondary study. In addition to offering easier geographic access for many students, local two-year campuses represent relatively low-cost options for many students, particularly those who have not yet decided upon a specific vocation or major field of study or those who wish to enroll on a part-time basis while meeting other responsibilities.

The Commission also acts to facilitate transfer of students between institutions, as a means of providing students with an expanding array of educational opportunities consistent with their interests and abilities. The Commission encourages the state's public institutions to collaborate in eliminating barriers to student transfer.

- One measure of success in facilitating transfer is seen in the Commission's annual report of student credits transferred from one institution to another. During the past five years, this report has shown increasing numbers of credits evaluated for transfer and-- more importantly-- increasing percentages of credits accepted for transfer.

- Improved transfer of credit to New Mexico's six four-year institutions is shown in the following table:

Academic Year	Number of Credits Evaluated	% of Credits Accepted for Transfer
1989-90	66,763	69%
1990-91	111,763	74%
1991-92	136,697	80%
1992-93	161,512	84%
1993-94	180,827	83%

- As the above table indicates, the rate of acceptance of credits for transfer now appears to have reached a plateau. According to reports from the institutions, the remaining courses that are not accepted for transfer represent work that cannot appropriately be credited toward the program into which a student is transferring; courses that are remedial in nature, rather than college-level; or courses in areas of study not offered by the receiving institution.

- With encouragement from the Commission, a task force representing two-year and four-year institutions is continuing to identify steps that will further improve student transfer.

- One important product of the task force is a list of lower-division arts and sciences courses that students can be advised to take during their freshman year and that will transfer toward degree requirements at all New Mexico institutions.

- Through the System Development Fund (*refer to Other Special Programs in this report*), the Commission awarded support to three articulation projects: one project will test a model program to assist students transferring from two-year to four-year institutions by providing support services before and after transfer; a second will develop an electronic system by which students can check program requirements and transferability of credit between institutions; and a third will convene institution registrars and task forces in specific disciplines to remove specific barriers to transfer.

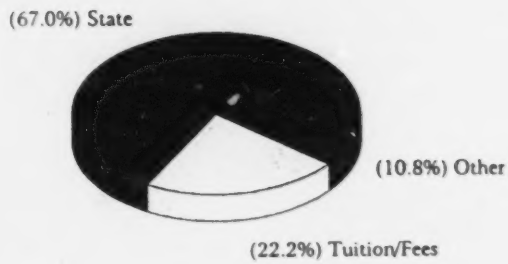
In New Mexico, as in other states, the most important ingredient of success in articulating the programs of different institutions has been continued collaboration of institution faculty and administrators across institution boundaries.

HIGHER EDUCATION FINANCING

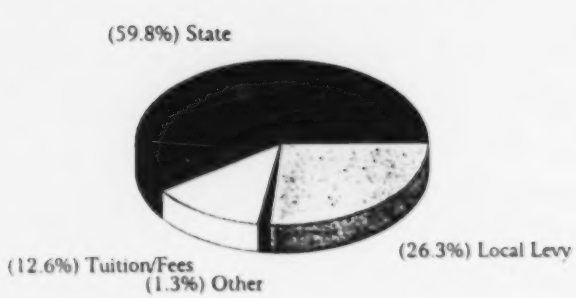
- ✓ Revenue Sources
- ✓ State Appropriations
- ✓ Institutional Revenue Sources
- ✓ Expenditures
- ✓ Faculty Compensation
- ✓ Capital Outlay

1994-95 Revenues in I&G Budgets
Unrestricted

Public Four-Year Institutions
Total = $317.1 Million



Public Two-Year Institutions
Total = $135.2 Million



General Fund Appropriations

for Higher Education in New Mexico
(dollars in millions)

Table 16

Academic Year	Total General Fund	Higher Education	Higher Ed. as % of Total GF
1977-78	$601.76	$108.50	18.0%
1978-79	$670.75	$126.00	18.8%
1979-80	$780.30	$139.21	17.8%
1980-81	$882.18	$161.08	18.3%
1981-82	$1,061.92	$185.14	17.4%
1982-83	$1,181.69	$202.45	17.1%
1983-84	$1,243.86	$211.37	17.0%
1984-85	$1,330.20	$240.60	18.1%
1985-86	$1,384.02	$243.57	17.6%
1986-87	$1,444.07	$245.38	17.0%
1987-88	$1,495.10	$257.89	17.2%
1988-89	$1,600.22	$271.81	17.0%
1989-90	$1,740.84	$298.25	17.1%
1990-91	$1,925.86	$334.44	17.4%
1991-92	$2,063.40	$348.33	16.8%
1992-93	$2,162.40	$363.90	16.8%
1993-94	$2,368.80	$392.10	16.6%
1994-95	$2,605.30	$436.27	16.7%

- Although the appropriations for higher education have increased each year since 1977, higher education's share of total general fund appropriations has decreased.

- General fund appropriations for higher education have increased by 81% over the past ten years.

Note: Higher education appropriations include funds appropriated for I&G financial aid, and a range of research and public service programs.

Instruction and General Expenditures

1994-95 Unrestricted Funds

Table 17

Institutions	Instruction $/FTE	General $/FTE	Total I&G $/FTE
Research Universities			
NMIMT	$5,931	$6,487	$12,418
NMSU	4,093	3,073	7,166
UNM	4,572	3,489	8,061
Average	$4,441	$3,450	$7,891
Comprehensive Universities			
ENMU	$3,505	$2,945	$6,450
NMHU	3,842	4,024	7,866
WNMU	3,534	2,915	6,449
Average	$3,614	$3,263	$6,877
Branch Community Colleges			
ENMU Roswell	$2,704	$2,372	$5,076
NMSU Alamogordo	2,563	1,763	4,326
NMSU Carlsbad	3,022	1,946	4,968
NMSU Dona Ana	2,684	1,600	4,284
NMSU Grants	2,261	3,167	5,428
UNM Gallup	2,521	1,964	4,485
UNM Los Alamos	2,185	2,610	4,795
UNM Valencia	2,075	2,273	4,348
Average	$2,568	$2,035	$4,603
Independent Community Colleges			
ATVI	$2,422	$2,082	$4,504
CCC	2,211	2,113	4,324
LVTI	3,551	5,001	8,552
MTC	6,173	6,468	12,641
NMJC	2,206	2,266	4,472
NNMCC	2,558	3,571	6,129
SJC	2,421	3,043	7,850
SFCC	3,578	4,272	7,850
Average	$2,558	$2,623	$5,182
State Average	$3,604	$3,028	$6,631

Budgeted Faculty Salary Increases
1990-91 through 1994-95

Table 18

Institution	1990-91	1991-92	1992-93	1993-94	1994-95
Research Universities					
NMIMT	5.0%	2.2%	3.5%	8.0%	5.0%
NMSU	6.0%	3.0%	2.0%	4.0%	5.0%
UNM Main Campus	7.0%	4.9%	2.4%	4.0%	7.0%
UNM Medical School	6.5%	2.5%	3.0%	4.0%	7.0%
Comprehensive Universities					
ENMU	4.7%	1.7%	6.0%	4.9%	7.0%
NMHU	5.0%	6.0%	4.0%	4.0%	6.0%
WNMU	6.0%	2.0%	2.0%	3.0%	5.0%
Branch Community Colleges					
ENMU Roswell	6.0%	1.5%	4.0%	3.5%	10.0%
NMSU Alamogordo	6.0%	3.0%	2.0%	4.0%	5.0%
NMSU Carlsbad	6.0%	3.0%	3.0%	4.0%	5.0%
NMSU Dona Ana	6.0%	3.0%	2.0%	4.0%	5.0%
NMSU Grants	6.0%	3.0%	3.0%	4.0%	5.0%
UNM Gallup	12.0%	5.0%	5.0%	4.0%	7.0%
UNM Los Alamos	n/a	n/a	n/a	4.0%	7.0%
UNM Valencia	8 8%	1 8%	1.8%	4.0%	7.0%
Independent Community Colleges					
ATVI	6.0%	1.5%	4.5%	5.4%	4.7%
CCC	4.8%	2.2%	5.2%	5.6%	6.9%
LVTI	6.0%	3.0%	3.0%	5.0%	6.0%
MTC	6.0%	2.0%	4.0%	3.5%	6.0%
NMJC	6.0%	2.0%	2.0%	4.7%	5.8%
NMMI	7.0%	3.0%	2.0%	3.9%	4.5%
NNMCC	3.2%	6.5%	3.6%	4.2%	12.0%
SJC	4.0%	6.0%	3.0%	4.0%	6.7%
SFCC	6.5%	6.0%	4.0%	4.0%	6.0%

Source: Commission "Overview of Institutional Operating Budgets for Fiscal Year 1994-95"

Faculty Salary and Compensation Levels

at New Mexico Four-Year Institutions
1993-94

Table 19

Institution	Average Faculty Salary			Average Faculty Compensation		
	New Mexico	Comparison Group	NM % of Comp Group	New Mexico	Comparison Group	NM % of Comp Group
Research Universities						
NMIMT	$46,199	$50,153	92.1%	$55,982	$62,475	89.6%
NMSU	$44,021	$47,957	91.8%	$54,015	$59,516	90.8%
UNM	$47,776	$51,949	92.0%	$57,495	$64,361	89.3%
Comprehensive Universities						
ENMU	$36,900	$37,681	97.9%	$45,567	$46,255	98.5%
NMHU	$34,948	$37,424	93.4%	$43,904	$47,360	92.7%
WNMU	$36,617	$38,543	95.0%	$46,361	$48,421	95.7%

Source: AAUP's "The Economic Status of the Profession", April 1993

Faculty Salary and Compensation Levels

at Selected New Mexico Two-Year Institutions

Table 20

	1992-93	1993-94	%Change
Branch Community Colleges			
ENMU Roswell	$27,300	$28,600	4.8%
NMSU Alamogordo	$28,200	$28,900	2.5%
NMSU Carlsbad	$31,600	$32,800	3.8%
NMSU Dona Ana	$26,600	$27,900	4.9%
NMSU Grants	$25,300	$26,200	3.6%
UNM Gallup	$28,000	n/a	n/a
Independent Community Colleges			
ATVI	$27,200	$28,900	6.3%
CCC	$27,100	$29,500	8.9%
NNMCC	$25,100	$26,100	4.0%
SJC	$33,000	$33,800	2.4%
SFCC	$31,500	$32,500	3.2%

Source: AAUP's "The Economic Status of the Profession", April 1993

Notes: Comparison groups for the four-year institutions were adopted by the Commission in August 1990. The comparison groups generally consist of sixteen institutions, no more than four of which are from outside of a specified geographic region centered on New Mexico. The key factors in the selection of comparison group institutions included similarity in mission, size, and range of instructional programs.

State Capital Outlay Appropriations
1990-1994

Table 21

Institution	1990	1991	1992	1993	1994	Total
Research Universities						
NMIMT	$500,000	$0	$4,989,794	$117,400	$8,546,300	$14,153,494
NMSU	0	0	10,963,811	3,314,350	17,597,800	31,875,961
UNM	260,000	0	13,771,833	8,626,200	21,058,600	43,716,633
Sub-Total	$760,000	$0	$29,725,438	$12,057,950	$47,202,700	$89,746,088
Comprehensive Universities						
ENMU	$325,000	$0	$1,207,965	$106,300	$3,270,400	$4,909,665
NMHU	270,000	0	4,572,905	486,000	9,234,200	14,563,105
WNMU	0	0	1,543,692	465,700	6,815,400	8,824,792
Sub-Total	$595,000	$0	$7,324,562	$1,058,000	$19,320,000	$28,297,562
Branch Community Colleges						
ENMU Roswell	$0	$0	$167,250	$13,250	$1,122,000	$1,302,500
NMSU Alamogordo	0	0	3,052,379	13,250	271,000	3,336,629
NMSU Carlsbad	0	0	1,440,720	13,250	60,700	1,514,670
NMSU Dona Ana	0	0	2,390,322	113,250	370,600	2,874,172
NMSU Grants	0	0	94,198	8,850	33,600	136,648
UNM Gallup	175,000	0	163,570	983,250	1,448,350	2,770,170
UNM Los Alamos	0	0	703,780	308,850	186,900	1,199,530
UNM Valencia	0	0	2,125,856	53,250	862,800	3,041,906
Sub-Total	$175,000	$0	$10,138,075	$1,507,200	$4,355,950	$16,176,225
Independent Community Colleges						
ATVI	$50,000	$198,400	$1,995,629	$189,650	$2,939,300	$5,372,979
CCC	0	0	2,681,661	13,250	1,539,800	4,234,711
LVTI	0	0	1,226,853	438,250	2,158,900	3,824,003
NMJC	300,000	0	839,908	238,250	4,883,900	6,262,058
MTC	75,000	0	1,159,003	133,850	305,600	1,673,453
NMMI	0	0	102,170	0	0	102,170
NNMCC	3,400,900	0	1,018,208	13,250	2,446,600	6,878,958
SJC	0	0	2,816,692	22,100	2,938,100	5,776,892
SFCC	0	0	4,652,225	13,250	3,079,600	7,745,075
Sub-Total	$3,825,900	$198,400	$16,492,349	$1,061,850	$20,291,800	$41,870,299
Total	$5,355,900	$198,400	$63,680,424	$15,685,000	$91,170,450	$176,090,174

Source: Higher Education Capital Outlay Charts

Notes: The table does not include reauthorizations. Excluded areappropriations made from statewide 1990 G.O. bonds, as the bond issue failed. 1992 reflects each institution's share of appropriation to the Commission for instructional equipment. The 1993 library acquisition appropriation has been included and allocated by institution. The 1994 column excludes thefollowing: statewide G.O. bonds for ADA and equipment renewal and replacement, the $700,000 appropriation to off-site center UNM Taos, and the $1,000,000 to Navaho Community College.

OTHER SPECIAL PROGRAMS

- ✓ System Development Fund
- ✓ Cooperative Education
- ✓ Educational Options Information Program
- ✓ NM Early Intervention Scholarship and Partnership Program
- ✓ Eisenhower Mathematics and Science Program
- ✓ State Postsecondary Review Program
- ✓ Private Proprietary School Oversight

System Development Fund

In 1994 the New Mexico Legislature recommended and adopted an appropriation of $350,000 to the New Mexico Commission on Higher Education to establish a System Development Fund. The intent of these monies was to, "... be used by the Commission to selectively fund special projects that directly address one of a limited number of higher education policy concerns." The Commission, in consultation with the Legislative Finance Committee identified four priority policy areas:

Transfer and Articulation - Proposals were solicited which facilitate the movement of students from secondary schools into higher education and from two-year colleges into public universities. The objective is to improve the articulation of programs and transferability of credits among New Mexico institutions;

Distance education delivery systems - Proposals facilitating the implementation of effective and economical methods for the delivery of educational services to underserved citizens;

Student retention and progress - Proposals to improve the retention of students to the completion of their educational programs; and

Outcomes assessment and improvement - Proposals which measure whether the public colleges and universities are accomplishing their institutional missions and the state's policy objectives.

Forty-one proposals requesting approximately two million were received by the Commission. After an extensive review process, nine were awarded funding from the 1994 System Development Fund.

Proposals had to meet the following requirements to be eligible for a System Development Fund award:

- address one of the four priority areas identified by the Commission and the Legislature;
- promote collaborative efforts among institutions or public schools and institutions in order to lead towards a more coordinated system of education in New Mexico;
- produce results which are transferable to other institutions;
- improve services to students;
- provide new services or information, and not simply supplement or supplant the funding for existing current services;
- be implemented within a reasonable time period so that results can be evaluated; and
- result in a demonstrable product(s) such as a model transfer program, training modules/programs for faculty, a model retention program, a summer bridge program, or new or revised courses or course sequences.

System Development Awards

Outcomes Assessment and Improvement

CCC, ENMU, NMSU, NMSU Doña Ana	**"An Outcomes Assessment Conference for NM Postsecondary Institutions", $21,100:** A day and a half outcomes assessment conference involving all two-year and four-year institutions in NM will be held in Spring 1995. Participants will include approximately 100-150 of the faculty and staff involved in outcomes assessment at each of the postsecondary institutions in the State and Commission staff. The conference topics will include all facets of outcomes assessment, including general education, discipline-specific education, retention, transfer, student/employer satisfaction, as well as appropriate tools/techniques of assessment.
NNMCC, NMSU, NMSU Doña Ana	**"Assessment of First-Time Freshman & Transfer Students from Two-Year Colleges", $18,400:** This project is designed to assess first-time freshman and transfer students on how well they perform academically their first year at NMSU.

Transfer and Articulation

SFCC, UNM	**"Implementing an Admission and Articulation Model", $61,000:** This model is designed to simplify transfer practices and processes, to uniquely extend student support services during and after transfer, and to raise both expectations and success of two year student to graduate from a four-year institution.
NMSU, NMJC, SJC	**"Automated Degree Check Articulation Transfer System (ADCATS)", $42,000:** This pilot project addresses optimizing the transfer of credits between two-year and four-year institutions in New Mexico. The community college curriculum will be matched with degree plans to demonstrate to students and advisors how courses taken at the respective two-year campus will meet degree requirements at NMSU.
NMCICC	**"Addressing NM Higher Education Articulation and Transfer Issues", $43,000:** This project will bring together institutional representatives to: 1) work with various instructional discipline groups to update course-to-course matrices, mediate difficulties in certain course areas, discuss curriculum development and determine student performance expectations, and 2) consult with registrars and articulation coordinators to determine various approaches for updating an articulation matrix and strategies to make the matrix more accessible.

Student Retention and Progress

ENMU	**"The Development of Intervention Strategies for the Retention of Academically At-Risk Freshman Students", $17,400:** This project selects a team of twenty faculty, staff and students who will develop a profile of characteristics of academically at-risk students, identify their needs, and design strategies to meet those needs.

Distance Education Delivery Systems

CCC	**"Comprehensive Program & Service Delivery for Rural NM Residents", $36,600:** This project will use and existing fiber optic network which has been utilized for delivery of individual courses to develop a comprehensive instructional program and support services to rural residents over a three-year period. Educational offerings will be planned with an emphasis on articulation with local secondary schools and NM four-year institutions, and on the identified needs of the rural residents. This project is to be done in partnership with the following school districts: Clayton, Roy, Mosquero, Logan, San Jon, House, Grady, Ft. Sumner, and Santa Rosa.
NMJC, CSW	**"Training Faculty for the Interactive Television Classroom", $68,000:** This project will design and implement a program to train instructors in secondary and postsecondary schools in the Lea County Distance Education Consortium to effectively instruct students via the media of two-way interactive television, to educate other teachers in the techniques suitable for the distance classroom environment, and to track the success of the methods developed with the intent that they be transferable to other institutions when development is complete. This project is to be done in partnership with the following high schools: Hobbs, Eunice, Jal, Lovington, and Tatum.
UNM, NMSU, NMIMT	**"UNM College of Education Collaborative Distance Learning Systems Development Project", $42,500:** Through this project, three courses will be produced and delivered over a one semester period beginning in the Spring, 1995. The project will transmit the courses and related training to select communities in the northeast quadrant of the State including Colfax, Union, and Harding counties.

Cooperative Education

The Commission on Higher Education, in response to legislative mandate, helps institutions to establish and expand cooperative education programs and collects information about them. The Commission encourages many forms of experiential education; however for purpose of reporting, to be considered as **cooperative education**, the placement must be career/degree related, be paid employment, and be formalized with a written agreement.

Student participation in cooperative education (Co-op) statewide continues to increase as evidenced by the number of paid co-op placements reported at 1,185 for fiscal year 1990-91 compared to 1,646 reported for fiscal year 1992-93. Changes were made during the 1992-93 year regarding the method of reporting so as to provide a broader perspective of what opportunities were available to students in the area of work-based learning. Efforts were made to standardize criteria for measuring cooperative education and also to look at other forms of experiential education for the purpose of seeing the greater picture of work-based learning at postsecondary institutions in New Mexico.

- For other paid career-related placements and un-paid career related placements combined, the total number of individuals served during 1993-94 was 5,146.

During the 1993 Legislative Session, the Cooperative Education Program was directed to encourage co-op for students from groups most severely underrepresented in specified fields of study or employment, particularly women and minorities in engineering. A non-recurring appropriation of $15,000 was made to support this effort. A request for proposals (RFP) was directed to the universities with engineering programs.

Two universities responded to the RFP and were awarded funds to support this directive:

- The Cooperative Education Program at the University of New Mexico was awarded a grant of $4,500 for the Science and Engineering Women's Career Development Program.

- The Engineering Department at New Mexico Highlands University was awarded the amount of $2,500 for their proposed Integrated Plan to Attract Women into Careers in Engineering.

The balance of the appropriation was used to support marketing efforts statewide for co-op. Each postsecondary co-op program was offered funds to develop brochures, purchase program display units, or meet other marketing needs.

The Co-op program continues to participate in collaborative efforts with organizations to further link higher education with local businesses through co-op. One of those efforts with the New Mexico Small Business Development Lead Center resulted in legislative support for a pilot project to provide financial incentives to small businesses in New Mexico to hire co-op students through the local postsecondary institutions. The program, identified as "Working to Learn" was allocated $61,000 in the 1994 Legislative Session, and will provide financial assistance to place 25 or more co-op students statewide in fiscal year 1994-95. Based on the response from the communities, a request will be made for continued and increased funding for fiscal year 1995-96.

Cooperative education (at the secondary and postsecondary levels) is a key component to the new federal and state School-to-Work initiative. Co-op is viewed as a primary connecting activity that integrates school-based learning with related work-based learning. In fall of 1993, the Governor created a Steering Committee for the State School-to-Work Transition plan. This committee directs the state's effort to develop a comprehensive plan which will further link the education process with the needs of the business community. Both the Commission's Executive Director and the Cooperative Education Director participate on that committee. New Mexico will be applying for a federal School-To-Work grant. Cooperative education programs will have the opportunity to participate in School-to-Work programs..

Educational Options Information Program

The primary objective of the Educational Options Program has been to inform adults about educational options and to encourage them to return to school. For the 1993-94 fiscal year, under the direction of the Commission, the scope of the program was revised and expanded to include more personal interaction, directly related information/services, and follow up with prospective returning adults. Direction was also given to increase the visibility and the viability of the program by establishing active networks and coalitions among institutional and community service resources. This required changes in programming, response to customers, and record keeping.

- During fiscal year 1993-94, 1,590 prospective adult students were served.
- Of the adult students served, the majority were women (1,259) and were over 30 years old (1,283), and an estimated one half were minority.
- Inquirers with a high school diploma numbered 1,235, while 306 were seeking information on attaining GED (high school degree equivalency) or participating in English as a Second Language classes.
- An additional 253 current adult students contacted the program seeking information on financial aid for adults.

A variety of approaches to reaching adult audiences was attempted during 1993-94. One method was to advertise through radio and television. However, the most successful approach was through a direct mailing to recipients of Aid To Families With Dependent Children and Medicaid. 532 individuals responded directly to this effort. This method will be extended to include target mailings to recipients of Worker's Compensation benefits in 1995.

A prototype to physically extend government services in the field was developed by the state in the form of a Multi-Media Information Kiosk. Educational Options participated in the development of this model. It is anticipated that sometime in the future, information about education for adults will be made available using this method of outreach.

The primary strength of the Educational Options Program continues to be its publications which provide a myriad of information to adults who are interested in returning to school. The **Resource Guide for Returning Adults** is well received and will continue to serve as an important tool to help prospective students. A companion publication, **Financial Aid Guide for Returning Adult Students** has been created for Spring 1995 distribution. A tracking system based on requests for publications has been developed.

Although in its five years of existence the program has achieved a number of goals, it has not been able to measure its impact on prospective student behavior. Because the decision to return to school is based on multiple variables, it has been almost impossible to realistically assess the program's effect on the student. Thus, as the program was formatted, it was very difficult to determine cost effectiveness. Therefore, alternative approaches to effectively work with adults are being explored. The 1994-95 fiscal year will be used as a period of transition in which new methods of providing services and measuring success will be initiated.

New Mexico Early Intervention Scholarship and Partnership Program

The New Mexico Early Intervention Scholarship and Partnership Program (NMEISP) is a federal-state partnership between the U.S. Department of Education and the State of New Mexico. The Commission on Higher Education was appointed by the Governor's Office to serve as the administrative agent for the program.

In fall of 1994, the Commission received a federal grant in the amount of $150,000 which requires equal matching funds from state, public, and private organizations. The funds are for the 1994-95 fiscal year with the option to renew for four additional years. The purpose of the program is to provide at risk preschool, elementary, middle and high school students with services geared toward keeping them in school with the goal of graduating from high school and attending college.

During Spring of 1995, the program identified fifth grade classes in the following New Mexico elementary schools: Mora, San Juan, Jemez Valley, Seboyeta, Cubero, Sky City, Los Padillas, and Mountainview Elementary. Approximately 150 students and their parents will be provided information and support services (i.e. financial aid counseling, mentoring, academic support, enrichment programs, and referral services where appropriate). The following year, those students, while still a part of the NMEISP Program, will be connected with additional existing intervention programs and will be eligible to continue through graduation as long as they meet established requirements.

Additional services will be made available to all parents in the participating schools to help them to begin thinking about college for their children and to motivate their children while in school. These activities will include workshops on financial aid as well as providing educational options for parents to pursue.

The initial NMEISP Program Partners working with the Commission are the State Department of Education; Children, Youth and Families Department; University of New Mexico; Albuquerque Technical-Vocational Institute; New Mexico MESA; SIPI Talent Search Program; Eight Northern Talent Search; UNM Upward Bound; Educational Options Program; APS Join-A-School Program; APS Even Start; McBride Foundation; American College Testing Program (ACT); and the College Board. It is anticipated that the partnerships will expand statewide as the program continues to take form.

Eisenhower Mathematics and Science Program

The nationwide Eisenhower Mathematics and Science Program allocates federal funds to states for the purpose of improving the skills of elementary and secondary math and science teachers and increasing the quality of math and science education. Part of this funding is distributed to higher education institutions by the Commission, based upon competitive proposals.

Most often, these funds support summer professional development projects for teachers. Since 1993, many of these projects have been conducted in collaboration with the state's Systemic Initiative for Mathematics and Science Education (SIMSE) with additional support from the National Science Foundation. Summer projects particularly emphasize teaching techniques that involve students more actively in learning and that will increase the success of ethnic-minority students, who have tended to be underrepresented in advanced studies in science, mathematics, and engineering.

- The history of this program in New Mexico reveals an increasing number of projects provided annually and participation of an increasing number of the state's higher education institutions.

Project Year	Number of Institutions	Total Projects	Eisenhower Funding
1986	3	4	$161,623
1987	2	3	$71,104
1988	4	4	$105,101
1989	4	5	$198,360
1990	4	5	$202,496
1991	4	5	$212,540
1992	5	8	$338,511
1993	6	15	$391,282
1994	8	14	$422,020

- Annually, more than 400 of New Mexico's public school teachers have received advanced training through this program.

Nationwide, the evaluation of this program has been so positive that Congress has recently extended the program to teaching fields other than mathematics and science. Beginning in 1995, the Commission expects to begin participating in the expanded Eisenhower Professional Development Program.

State Postsecondary Review Program

The State Postsecondary Review Program (SPRE) is a new federally authorized and funded initiative which Congress has designed to reduce fraud and abuse in higher education institutions. Any institution that benefits from federal student financial aid is potentially subject to the program, including public colleges and universities, private degree-granting institutions, and proprietary career schools. About eighty colleges, universities, and career schools in New Mexico are subject to SPRE oversight.

The Commission on Higher Education is designated as the responsible entity ("SPRE") in New Mexico and receives federal funds to design and implement the program, which examines specified institutions with respect to quality of programs, policies and practices regarding admission and support of students, administrative operations, and success measured in terms of student persistence and graduation.

To be referred for state review, an institution must meet one or more criteria, such as having a high student loan default rate, excessive reliance upon federal financial aid for operating revenue, or a negative audit finding. Only the U.S. Department of Education can refer an institution for state review. However, not every institution referred to the state's SPRE will be reviewed: the state may determine which institutions have the highest priority for review and reviews need be conducted only to the extent of available federal funding. Following an institution's review, the state SPRE recommends to the U.S. Department of Education whether or not the institution should continue to be eligible for participation in federal financial aid programs.

During 1994, the New Mexico SPRE is developing standards and procedures for conduct of reviews. All relevant institutions in the state are being consulted during this process. In addition, New Mexico is participating in a consortium of twelve western states to develop common standards, with the expectation that the states will continue their collaboration in future years. As part of this consortium, New Mexico can not only benefit from the experience of other states during design of the program but also is likely to achieve greater objectivity in its reviews, through the involvement of knowledgeable reviewers from other states. The Commission, as SPRE, anticipates initiating institution reviews in mid-1995.

Private Proprietary School Oversight

The 1994 Legislature passed major amendments of two statutes administered by the Commission on Higher Education:

- The Post-Secondary Educational Institution Act, which now requires that many private career schools be licensed by the Commission in order to operate within the state; and
- The Out-of-State Proprietary School Act, which requires that certain schools who send paid recruiters into the state register with the Commission.

Approximately forty-five private schools are subject to the new licensure requirement. Most prominent among this group are schools offering programs of training in office occupations, computer operation, medical-related specialties, court reporting, drafting, and other careers for which students can prepare through programs of two years' duration or less. Nonaccredited bachelor- and graduate- degree-granting institutions also are subject to licensure.

Excluded from the licensure requirement are regionally-accredited institutions, schools offering only religious programs, schools that offer avocational or recreational programs of instruction, and organizations that offer only very short programs or that do not charge tuition or fees. Cosmetology schools and a number of other specialty schools remain under the jurisdiction of a corresponding occupational licensing board of the Regulation and Licensing Department.

Issuance of a license will be based upon extensive analysis of the policies and operations of a career school plus the results of a site visit conducted by a team of reviewers. School reviews and issuance of licenses are expected to begin early in 1995.

- ✓ Legislative Memorials and Bills
- ✓ Other Commission Reports

1994 Legislative Memorials and Bills

Several legislative memorials were passed during the 1994 Legislative Session which call for Co mission participation or analysis. Following is a brief description of the memorials and bills followed by a brief summary of the Commission activity which was incorporated into the 1994 Commission work plan. Complete reports on each of the analyses are available from the Commission.

HM 8 FEDERAL FUNDS COMMISSION (Porter) - Asked the Commission to coordinate a study of New Mexico's involvement with the new national service program authorized through the National and Community Service Trust Act. Specifically, the Commission was to study the creation of a state commission needed to participate in the program. The study is to be performed in collaboration with the other state agencies including the Department of Education, Department of Labor, Environment Department, Human Services Department, Department of Children, Youth and Families, and Department of Public Safety.

The Governor's office has appointed a state commission and submitted a proposal to the federal government.

HM 17/a SANDOVAL TVI STUDY (Perls) - Requested the Commission to conduct an analysis of the feasibility of establishing a two-year postsecondary education institution in the Sandoval County area.

Given staff limitations, the Commission has not yet responded to this memorial.

HM 39/SM 42 ENVIRONMENT CURRICULA (Picraux/Riley) - Requested that the New Mexico Energy, Mineral, and Natural Resources Department conduct a review of the status of environmental education in the state, covering all levels of education. A number of other agencies were to cooperate in this study, including the Commission. A report was to be available for the 1995 legislative session, including recommendations for legislation that would support environmental education.

Commission staff participated in the research that was conducted in response to these memorials. The report is available from the Energy, Minerals, and Natural Resources Department.

HM 60 TUITION & FINANCIAL AID STUDY (Townsend) - Requested the Commission, in consultation with representatives of the colleges, universities, and student groups, to conduct a study of existing student tuition and financial aid policies at New Mexico's public and independent colleges and universities. The study was to assess the impact of current tuition and fee policies and practices upon access to higher education for low- and middle-income student populations. The Commission was to make recommendations for needed changes in state policy regarding tuition, fees, and financial aid.

The Commission conducted a survey of tuition and financial aid policies and practices at New Mexico public postsecondary institutions and is now analyzing those data. A report will be provided during Spring 1995.

HM 67 POST-SECONDARY EDUCATION TASK FORCE, CONGRATS (Townsend) - Requests that the two-year funding formula task force appointed last year by the Legislative Finance Committee continue its efforts to develop recommendations regarding the necessary constitutional and statutory changes which would be required to reach the goal of a uniformly applied two-year institution funding formula. A report is requested by December 1, 1994.

Commission staff has participated in work of the task force and presented a report to the Legislative Finance Committee in August 1994. Proposed formula revisions and the funding of New Mexico Junior College and San Juan College through the formula are included in the Commission's funding recommendations for 1995-96. The complete report is available from the Commission.

HM 72/SM 67 **COLLEGE SAVINGS BOND PROGRAM (Picraux/Riley)** - Requested that the Commission study the implementation of a college savings bond program in New Mexico and submit a report with recommendations for legislation to the 1995 Legislature. The study was to involve the State Board of Finance, the Department of Finance and Administration, the state's financial management consultants, representatives of post-secondary educational institutions, the Legislative Education Study Committee, and any interim legislative revenue stabilization and tax policy committee.

A preliminary report was provided to the Revenue Stabilization and Tax Policy Committee in August 1994. The final report was submitted to the Legislative Education Study Committee in October 1994. The Commission recommended caution in establishing a statewide college savings bond program in New Mexico, given the mixed record of success experienced by other states with savings bond programs, the lack of portability of the bonds to pay for college expenses for students who enroll in colleges outside of the state, and the current federal IRS policy that has eliminated the federal tax exemption for earnings from state college savings bond programs. The complete report is available from the Commission.

HM 87 **HIGHER ED TASK FORCE (Sanchez, R. G.)** - Requested that the Legislative Council appoint a blue ribbon task force to advise the Commission during the Commission's 1994 strategic planning. The task force was to meet periodically with the Commission during the year and receive a preliminary report from the Commission before December 1, 1994. The task force was to report to the Legislative Council or an appropriate strategic planning task force before January 15, 1995. HM 87 also requested that the Commission consult periodically with an advisory council of college and university presidents during its strategic planning year.

The Blue Ribbon Task Force was never appointed. However, the Commission has continued its strategic planning initiative.

HM 89/SM 53 **TEXTBOOK INFLATION (Sandoval/Carraro)** - Requested the Commission and institutional boards of regents investigate the causes of textbook inflation at post-secondary institution bookstores.

The Commission met with representatives of college and university bookstores and financial officers, as well as several publishers in June 1994. Additional data has been collected and is being analyzed. A final report will be completed in Spring 1995.

SM 18/a **PROCUREMENT CODE TASK FORCE (Riley)** - Requested the Secretary of the General Services Department to assemble a task force, including a representative of the Commission, to review and propose revisions to the Procurement Code.

Representatives of the Commission have been attending meetings of the task force and have participated in sub-committee meetings for administration and facilities procurement. The Commission will continue to participate as requested.

SM 75/a **HIGHER ED STRATEGIC PLAN (Cisneros)** - Requested the Commission to review its policies on extended services and distance education programs and recommend a statewide strategic plan ensuring that each higher education institution in the state may fully participate in such programs. A preliminary report on the Commission's findings and recommendations was to be presented to the Legislature by October 1, 1994. Specifically the Commission is asked to:

1) review existing extended education/distance learning policies to include cost constraints and suggestions for funding, and any other constraints present at each higher education institution for participating in distance learning programs, and

2) coordinate the efforts by the state's post-secondary education institutions in determining how best to participate in extended services/distance education programs, and the efforts with educational and other state agencies in developing telecommunications systems and policies for the delivery of distance learning.

The Commission has completed a study of the state's current ability to provide distance learning. This report was submitted to the Legislative Education Study Committee in fall 1994. The Commission is currently developing a policy for a statewide extended learning initiative which will be submitted to the Legislature in January 1995.

SM 88 TVI COMMUNITY COLLEGE SALARIES (Romero) - Requested the Commission to study the teaching loads and average salaries of full-time instructors at Albuquerque T-VI in comparison to other technical-vocational community colleges in the United States and report its findings and recommendations for legislation, if any, to the Legislative Education Study Committee by December 1, 1994.

The Commission completed an analysis in response to this memorial, and three conclusions were drawn: 1) partially because of the trimester system, full-time faculty at Albuquerque Technical Vocational Institute work for more days and less pay than do their counterparts at semester-based institutions; 2) the average salaries at ATVI for full-time faculty are slightly below the statewide average for full-time faculty in New Mexico's community colleges; and 3) faculty salaries at New Mexico's community colleges are substantially lower than both the national average and the average in the states surrounding New Mexico, for full-time community college faculty. The complete report is available from the Commission. (Please refer to the Faculty Compensation section of this annual report for additional information.)

SM 101 INDIAN HIGHER ED PROGRAMS (Stefanics) - Requests that the Commission study recruitment and retention programs for Native American students at New Mexico's public institutions, gathering statistics sufficient to determine the comparative success of the programs. The Commission was to report to the Interim Indian Affairs Committee by October 1, 1994.

The Commission provided a report to the Indian Affairs Committee on November 28, 1994. Valid comparisons regarding program successes are not possible given the lack of available data and time constraints. Most institutions lack a tracking component and need to develop methods for recording, reporting, and determining outcomes of their recruitment/retention efforts. The Commission was able to assemble a description of many of the existing programs and provided general retention information on the three most recent years for which data were available (1990-1992). The final report will be completed in Spring 1995.

SB 372 NEW MEXICO SMALL BUSINESS DEVELOPMENT CENTER (NMSBDC) - The Legislature appropriated $61,000 to develop partnerships between post-secondary institutions, students, and small businesses, with preference given to rural, minority and women owned businesses. This program is designed to enhance the educational process, create employment options, and benefit the state's small businesses.

This program is a collaborative effort between the Commission and the SBDC. Both the Commission and the SBDC are working together to develop and oversee this program. Placement of cooperative education students through this program began in October 1994 and reimbursement will be provided to employers on a monthly basis. (Please refer to the Cooperative Education section of this annual report for additional information.)

SB 372/a **General Appropriations (Aragon)** - Among the appropriations in SFCS/SB 372/a, is the creation of a 13-member oversight committee to advise the University of New Mexico in the expenditure of funds provided for improving and expanding recruitment and retention programs for Native American students. The Commission is directed to appoint a representative to sit on the advisory committee. UNM is directed to report to the Interim Indian Affairs Committee and the Legislative Education Study Committee in October 1994 and 95 and to the 1995 Legislature.

The Commission has participated on this advisory committee.

SB 979 MINORITY DOCTORAL ASSISTANCE (Altamirano) - Senate Finance Committee substitute for SB 979 amended the Minority Doctoral Assistance Act to authorize participants to attend institutions within the state of New Mexico.

The Commission incorporated this change into the Minority Doctoral Assistance Program regulations.

HB 423 ENDOWMENT SCHOLARSHIP PROGRAM (Saavedra) - This legislation provided $6 million in funds to be invested by institutions, or if delegated by an institution, by the State Investment Council. The income from the investments is to be used to provide merit scholarships for NM residents at the institutions. Any amount not invested by the end of the 84th fiscal year shall revert to the general fund. Allocations to the institutions are as follows: UNM $1,500,000; NMSU $1,000,000; ENMU $500,000; WNMU $500,000; NMHU $500,000; NMIMT $500,000; and $1.5 million for the Commission to invest on behalf of two-year institutions. Recipients must be NM residents, have an ACT score of 22 or above (or equivalent score on the test that the student has taken), attend the institution at least half-time, and be eligible for federal financial aid. Preference shall be given to transfer or returning students.

The Commission is in the process of drafting regulations regarding this program.

HB 851 REGULATE PRIVATE HIGHER ED SCHOOLS (Atcitty) - Amends statutes governing the regulation of private business, trade, and technical schools ("career schools") and non-accredited degree-granting institutions.

The Commission is now implementing this new statute. (Please refer to the Private Proprietary section of this annual report.)

HB 981 SPECIAL NEEDS STUDENTS (Saavedra) - House Appropriations and Finance Committee substitute for HB 981 directs the State Department of Public Education to establish a task force to develop strategies and a model for the delivery of transition services to students with special needs who transfer from secondary to post-secondary educational institutions. The task force shall by appointed by the Superintendent of Public Instruction and shall include representatives of the State Department of Public Education, the Commission on Higher Education, secondary and post-secondary education teachers and administrators, the Developmental Disabilities Planning Council, the business community, recipients of transition services, and other appropriate related groups. The task force shall report the results of its study to the State Board of Education, the Commission on Higher Education, and the Legislative Education Study Committee by November 1, 1994.

The Commission staff has participated actively in this Task Force. The task force has selected proposals for funding. A report will be provided to the Legislature by the New Mexico State Department of Public Education in Spring 1995.

Other Commission Reports

- 1993 Condition of Higher Education in New Mexico
- By-Laws of the New Mexico Commission on Higher Education
- 1994 Plan of Work and Strategic Planning Guidelines for the New Mexico Commission on Higher Education
- Cooperative Education in New Mexico
- 1993-94 Distance Learning Utilizing Technology in New Mexico's Public Institutions of Higher Education
- Tuition Reciprocity Policy in New Mexico - May 1994
- Resource Guide for Returning Adults - Fall 1994
- Financial Aid Guide for Returning Adult Students - Fall 1994
- Native American Student Recruitment and Retention Programs at Colleges and Universities in New Mexico - Fall 1994 Draft Report
- 1994-95 System Development Fund - September 1994
- Faculty Salaries and Workloads at Albuquerque Technical-Vocational Institute - October 1994
- Recommendations for Two-Year Funding Equity - October 1994
- A Study of the Implementation of a College Savings Bond Program in New Mexico - October 1994
- Directory of Postsecondary Institutions in New Mexico
- 1995-96 Higher Education Funding Recommendations
- 1995-96 Capital Project Recommendations for Higher Education

Staff

Bruce D'Zmura
Executive Director

Karen Berglund
Programmer

Kari Cole
Policy Analyst

Selena Cooper
Graduate Intern

Paul Grover
Info. Systems Administrator

Elizabeth Jenkins
Research and Policy Analyst

Lillian Montoya-Rael
Senior Research and Policy Analyst

Bill Simpson
Senior Research and Policy Analyst

Eileen Vigil
Financial Specialist

[redacted]
Deputy Executive Director

Mary Beth Lee
Systems Analyst

Charlotte Cooper
Coop Education Dir. Prog. Analyst

Catherine Gallegos
Senior Fiscal Analyst

Miguel Hidalgo
Capital Projects Director

Liz Jimenez
Administrative Secretary

Curt Porter
Senior Fiscal Analyst

Patricia Sedeno
Administrative Secretary

1995 Meeting Schedule of the Commission on Higher Education

January 12-13
April 20-21
June 15-16
July 27-28 (Retreat)
August 24-25
October 12-13
November 9-10

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